

Mary Ford Elementary
3180 Thomasina McPherson Blvd.
N. Charleston, SC 29405

| | | |
|-----------------------|------------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 331 Students | |
| Principal | Janice H. Malone | 843-745-2161 |
| Superintendent | Dr. Maria L. Goodloe-Johnson | 843-937-6319 |
| Board Chair | Ms. Nancy Cook | 843-760-2635 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|------------------|-------------|----------------|----------------------|-----------------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 2 | 5 | 35 | 49 | 13 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Below Average | Good | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Unsatisfactory | No |
| 2005 | Below Average | Below Average | Yes |

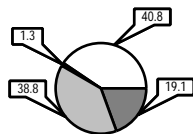
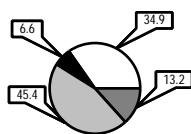
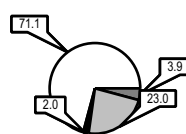
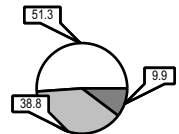
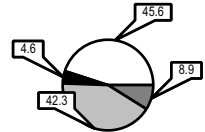
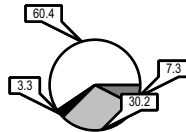
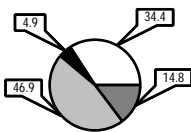
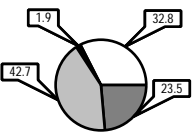
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 168 | 99.4 | 38.3 | 39.6 | 18.8 | 3.2 | 29.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 80 | 100.0 | 35.6 | 43.8 | 16.4 | 4.1 | 30.1 | | |
| Female | 88 | 98.9 | 40.7 | 35.8 | 21.0 | 2.5 | 29.6 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African American | 166 | 100.0 | 38.3 | 39.6 | 18.8 | 3.2 | 29.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 0.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 141 | 100.0 | 37.7 | 39.2 | 21.5 | 1.5 | 30.8 | | |
| Disabled | 27 | 96.3 | 41.7 | 41.7 | 4.2 | 12.5 | 25.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 168 | 99.4 | 38.3 | 39.6 | 18.8 | 3.2 | 29.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 168 | 99.4 | 38.3 | 39.6 | 18.8 | 3.2 | 29.9 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 165 | 99.4 | 39.1 | 39.7 | 17.9 | 3.3 | 29.1 | Yes | Yes |
| Full-pay meals | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 168 | 99.4 | 33.1 | 46.1 | 13.6 | 7.1 | 35.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 80 | 100.0 | 30.1 | 47.9 | 16.4 | 5.5 | 38.4 | | |
| Female | 88 | 98.9 | 35.8 | 44.4 | 11.1 | 8.6 | 33.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African American | 166 | 100.0 | 33.1 | 46.1 | 13.6 | 7.1 | 35.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 0.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 141 | 100.0 | 25.4 | 51.5 | 15.4 | 7.7 | 40.0 | | |
| Disabled | 27 | 96.3 | 75.0 | 16.7 | 4.2 | 4.2 | 12.5 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 168 | 99.4 | 33.1 | 46.1 | 13.6 | 7.1 | 35.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 168 | 99.4 | 33.1 | 46.1 | 13.6 | 7.1 | 35.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 165 | 99.4 | 33.8 | 46.4 | 12.6 | 7.3 | 35.1 | Yes | Yes |
| Full-pay meals | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 168 | 99.4 | 69.5 | 23.4 | 4.5 | 2.6 | 7.1 |
| Gender | | | | | | | |
| Male | 80 | 100.0 | 65.8 | 28.8 | 2.7 | 2.7 | 5.5 |
| Female | 88 | 98.9 | 72.8 | 18.5 | 6.2 | 2.5 | 8.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| African American | 166 | 100.0 | 69.5 | 23.4 | 4.5 | 2.6 | 7.1 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 0.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 141 | 100.0 | 66.9 | 26.2 | 4.6 | 2.3 | 6.9 |
| Disabled | 27 | 96.3 | 83.3 | 8.3 | 4.2 | 4.2 | 8.3 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 168 | 99.4 | 69.5 | 23.4 | 4.5 | 2.6 | 7.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 168 | 99.4 | 69.5 | 23.4 | 4.5 | 2.6 | 7.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 165 | 99.4 | 69.5 | 23.2 | 4.6 | 2.6 | 7.3 |
| Full-pay meals | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 168 | 99.4 | 50.0 | 39.6 | 9.7 | 0.6 | 10.4 |
| Gender | | | | | | | |
| Male | 80 | 100.0 | 52.1 | 38.4 | 8.2 | 1.4 | 9.6 |
| Female | 88 | 98.9 | 48.1 | 40.7 | 11.1 | 0.0 | 11.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| African American | 166 | 100.0 | 50.0 | 39.6 | 9.7 | 0.6 | 10.4 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 0.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 141 | 100.0 | 44.6 | 43.8 | 11.5 | 0.0 | 11.5 |
| Disabled | 27 | 96.3 | 79.2 | 16.7 | 0.0 | 4.2 | 4.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 168 | 99.4 | 50.0 | 39.6 | 9.7 | 0.6 | 10.4 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 168 | 99.4 | 50.0 | 39.6 | 9.7 | 0.6 | 10.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 165 | 99.4 | 51.0 | 39.1 | 9.3 | 0.7 | 9.9 |
| Full-pay meals | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 50 | 100.0 | 27.3 | 47.7 | 25.0 | N/A | 25.0 |
| | 4 | 57 | 100.0 | 50.0 | 30.8 | 19.2 | N/A | 19.2 |
| | 5 | 53 | 100.0 | 45.1 | 47.1 | 7.8 | N/A | 7.8 |
| | 6 | 86 | 98.8 | 66.2 | 28.4 | 5.4 | N/A | 5.4 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 50 | 100.0 | 26.1 | 34.8 | 34.8 | 4.3 | 39.1 |
| | 4 | 55 | 100.0 | 38.0 | 44.0 | 18.0 | 0.0 | 18.0 |
| | 5 | 63 | 98.4 | 52.8 | 39.6 | 7.5 | 0.0 | 7.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 50 | 100.0 | 34.1 | 52.3 | 13.6 | N/A | 13.6 |
| | 4 | 57 | 100.0 | 44.2 | 42.3 | 9.6 | 3.8 | 13.5 |
| | 5 | 53 | 100.0 | 47.1 | 41.2 | 11.8 | N/A | 11.8 |
| | 6 | 86 | 100.0 | 48.0 | 48.0 | 4.0 | N/A | 4.0 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 50 | 100.0 | 23.9 | 52.2 | 17.4 | 6.5 | 23.9 |
| | 4 | 55 | 100.0 | 34.0 | 36.0 | 20.0 | 10.0 | 30.0 |
| | 5 | 63 | 98.4 | 41.5 | 50.9 | 3.8 | 3.8 | 7.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 50 | 100.0 | 50.0 | 32.6 | 10.9 | 6.5 | 17.4 |
| | 4 | 55 | 100.0 | 76.0 | 24.0 | 0.0 | 0.0 | 0.0 |
| | 5 | 63 | 98.4 | 83.0 | 15.1 | 1.9 | 0.0 | 1.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 50 | 100.0 | 41.3 | 32.6 | 26.1 | 0.0 | 26.1 |
| | 4 | 55 | 100.0 | 44.0 | 54.0 | 2.0 | 0.0 | 2.0 |
| | 5 | 63 | 98.4 | 64.2 | 32.1 | 3.8 | 0.0 | 3.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|-----------------------|--|--------------------------|
| Students (n= 331) | | | | |
| First graders who attended full-day kindergarten | 95.1% | Up from 93.2% | 100.0% | 100.0% |
| Retention rate | 8.4% | Up from 1.4% | 3.9% | 3.0% |
| Attendance rate | 96.0% | Up from 94.5% | 96.0% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 5.4% | No change | 6.3% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.4% | Down from 5.8% | 5.8% | 3.2% |
| Eligible for gifted and talented | 3.4% | Up from 1.5% | 4.4% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 9.5% | Down from 10.1% | 8.0% | 8.2% |
| Older than usual for grade | 3.9% | Up from 3.6% | 1.7% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 47.1% | Up from 41.9% | 50.0% | 52.6% |
| Continuing contract teachers | 82.4% | Up from 67.4% | 77.4% | 83.3% |
| Highly qualified teachers | 73.5% | Down from 90.3% | 92.3% | 93.5% |
| Teachers with emergency or provisional certificates | 6.9% | Up from 3.0% | 3.0% | 0.0% |
| Teachers returning from previous year | 71.9% | Down from 75.2% | 83.0% | 87.0% |
| Teacher attendance rate | 95.0% | No change | 94.9% | 95.0% |
| Average teacher salary | \$40,875 | Up 8.6% | \$40,404 | \$41,703 |
| Prof. development days/teacher | 28.5 days | Up from 15.0 days | 14.2 days | 12.8 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 15.2 to 1 | Down from 16.3 to 1 | 16.3 to 1 | 18.8 to 1 |
| Prime instructional time | 89.4% | Up from 87.9% | 88.8% | 89.8% |
| Dollars spent per pupil* | \$7,473 | Down 5.6% | \$7,524 | \$6,242 |
| Percent of expenditures for teacher salaries* | 76.4% | Up from 70.1% | 63.7% | 65.8% |
| Opportunities in the arts | Excellent | No change | Good | Good |
| Parents attending conferences | 99.0% | Up from 95.9% | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Good | Up from Average | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 78.6% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 81.4% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mary Ford Elementary School is dedicated to providing a quality education for all students. Mary Ford continues to make gains, meeting 14 out of 15 AYP goals. This is a great accomplishment. In addition, the percentage of students scoring proficient in English/Language Arts and math continue to climb.

While we are continuing to make progress in several areas, there is much to be done. By differentiating instruction, teachers are able to tailor lessons to meet the specific needs of each student. In order to differentiate instruction, teachers spend a great deal of time analyzing data such as quarterly benchmarks, STAR Reading and Math, Accelerated Reader and Math, K-2 assessments, and M.A.P. reports.

Weekly curriculum meetings ensure that each grade level team is aligning instruction and assessments with the state standards while maintaining a rigorous pace. Reading Renaissance, our Turnaround model, provides training and resources needed to promote and increase reading comprehension, vocabulary, and math skills. Success Maker, a computer-assisted instructional program is used as an extended pull-out for 30 minutes in reading and math instruction for students in grades 3 thru 5. Additionally, students are provided with numerous opportunities to receive additional academic support beyond the school day. Early Bird tutoring sessions provide small group remediation for targeted students. Homework Center provides after-school assistance for students in grade 3-5 at least three days per week. Our mentoring and volunteer programs continue to recruit community members to tutor and mentor our youths. We are very proud of the nearly 75 mentors in M.A.P. (Mentoring Academic Program) that tutor our first and second grade students in the area of reading.

Parental involvement remains a top priority at Mary Ford Elementary School. While we are proud of 100% parent membership in the PTA, there is more to be done! Join us; together we can accomplish great things for our children.

The data show remarkable gains since the start of the program. Through committed partnerships and community involvement, student achievement will continue to improve.

Janice Malone, Principal
James Frye, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 31 | 59 | 43 |
| Percent satisfied with learning environment | 74.2% | 84.7% | 97.4% |
| Percent satisfied with social and physical environment | 80.6% | 84.7% | 95.1% |
| Percent satisfied with school-home relations | 51.6% | 88.1% | 95.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.